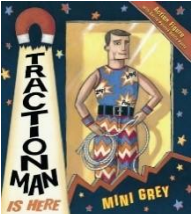
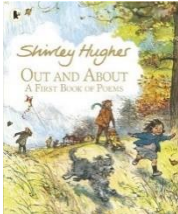
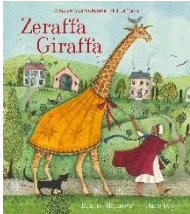

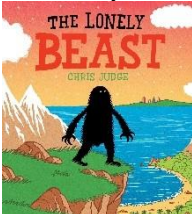


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English PoR Text	BEEGU Alexis Deacon  What is it like to live here?	Traction Man  How have toys changed over time?	Out and About Shirley Hughes  How is each season different?	Zeraffa Giraffa  Why is Zeraffa's journey remembered?	One Day on our Blue Planet ... In the Outback  What is it like in Australia?	The Lonely Beast Chris Judge  How can we make models move?
Maths White Rose	Y Place value to 100 + / - 100 Including money	Place value to 100 + / - 100 Including money cont. multiplication. Number: X and division	Division Statistics Measuring length and height	Properties of Shape Fractions	Geometry- Position and Direction Time Problem solving	Measurement: mass capacity and temperature Investigations
Maths Maths Facts Focus	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s. Counting in 10s. Multiplication facts for 10. Recap number bonds to 6,7,8,9,10	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s Multiplication facts for 2. Counting in 10s. Multiplication and division facts for 10. Introduce number bonds to 20 Doubling to 10	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s Multiplication and division facts for 2. Counting in 10s Multiplication and division facts for 10. Number bonds to 20 Recap doubling to 10.	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s Multiplication and division facts for 2. Counting in 10s Multiplication and division facts for 10. Counting in 5s Multiplication and division facts for 5. Number bonds to 20 Doubling to 20.	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s, 5s and 10s. Mixed multiplication and division facts for 2, 5 and 10	Count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s, 5s and 10s. Counting in 3s. Mixed multiplication and division facts for 2, 5 and 10. Number bonds to 20
STEM		Design & Technology: <ul style="list-style-type: none"> explore and use mechanisms [wheels and axels] in their products 	Science: <u>Seasonal Changes</u> <ul style="list-style-type: none"> observe changes across the 4 seasons 	Science: <u>Living thigs and their habitats (Y2):</u>	Science: <u>Animals including humans (Y1)</u>	Design & Technology: <ul style="list-style-type: none"> explore and use mechanisms [pneumatics] in their products

			<ul style="list-style-type: none"> ▪ observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	<ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p><u>Living things and their habitats (Y2):</u></p> <ul style="list-style-type: none"> ▪ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	
<p>Humanities</p>	<p>Geography: <u>Locational knowledge</u> Name and locate the world's 7 continents and 5 oceans. <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: key physical features, including: beach, 	<p>History:</p> <ul style="list-style-type: none"> ▪ Changes within living memory [toys] 	<p>Geography <u>Human and physical geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Geography: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 	<p>Geography: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> ▪ name and locate the world's 7 continents and 5 oceans <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country [Australia]. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ▪ identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the countries, 	<p>Geography <u>Human and physical geography</u></p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom ▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents

	<p>cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 			<p>devise a simple map; and use and construct basic symbols in a key</p> <p>History:</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally [Journey of Zeraffa in 1826] 	<p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> ▪ use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Art	Art linked to curriculum over the year following the progression of knowledge and skills					
RE Discovery RE	What did Jesus teach? Christianity	Jesus a gift from God? Christianity	Passover Judaism Prayer at home Islalm	Easter – Resurrection Christianity	The covenant Judaism Community and belonging Islam	Rights of Passage Judaism Hajj Islalm
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE Rising Stars	Multi-Skills	Ugly Bug Ball Dance	Groovy Gymnastics	Cool Core (Strength)	Skip to the Beat	Gymfit Circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Computing Enquire Scheme	E-Safety & Coding	Digital Literacy	E-safety & Coding	Digital Literacy	Digital Literacy	Coding
Music Charanga	Hands feet heart	HO HO HO	I want to play in a band	Zootime	Friendship song	Reflect, rewind and replay.